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ABSTRACT

This annotated bibliography lists 103 entries of selected educational materials in Pakistan covering the period April through June, 1974. The materials are organized into 28 categories: Administration, Organization, and Financing of Education; Adult Education; Comparative Education; Curriculum; Education Goals; Educational Planning; Education Reforms; Educational Research; Examination; Health Education; Higher Education; History of Education; Islamic Education; Teaching of Languages; Libraries; Medical Education; Philosophy of Education; Psychology; Science Education; Sociology; Students' Problems; Teacher Education; Teaching Methods and Media; Technical Education; Textbooks; Women's Education; General; and a special section on Teachers. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An Author index concludes the document. (JR)

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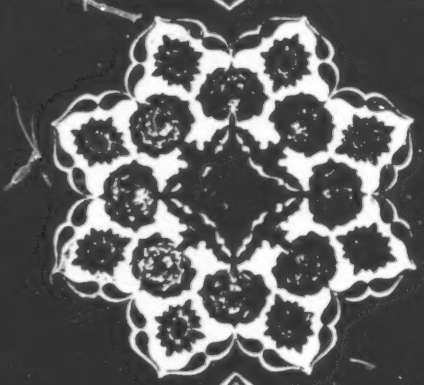

SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. VIII No. 2

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 8 No. 2, 1974

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00003

C O N T E N T S

	Page
Administration, Organization and Financing of Education.	1
Adult Education	2
Comparative Education	4
Curriculum	5
Education Goals	6
Education Planning	7
Education Reforms	9
Education Research	10
Examination	12
Health Education	16
Higher Education	17
History of Education	18
Islamic Education	19
Languages, Teaching of	20
Libraries	21
Medical Education	23
Philosophy of Education	25

00004

Psychology	...	...	28
Science Education	...	...	30
Sociology	...	...	31
Students' Problems	...	...	32
Teacher Education	...	...	33
Teaching Methods and Media	...	...	34
Technical Education	...	....	36
Textbooks	...	...	36
Women's Education	...	...	41
General	...	...	42
Special Section - Teachers	...	...	45
Writers' Index	...	...	53

00005

ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AHMED, Riaz. Sind Kay Ta'aleemi Nazm-o-Nasq Ka Khaka (Outlines of Educational Structure of Sind) --- In: Qaumi Ta'aleem, 148-152. Karachi, Government College of Education. 1974 (U).

The new education policy has brought many changes in education scene. The writer gives the outline of the educational structure of Sind province.

The higher structure of education includes governor, chief minister, and education minister. The education ministry of Sind is run by secretary, additional secretary, and deputy secretaries. The scope of activities of the education secretary is briefly mentioned. The scope of activities and responsibilities of the additional secretary and the deputy secretaries are discussed, followed by a statement of the educational machinery at the district level. Special mention is made of the adult education scheme which is an important part of the new education policy.

2. ANSARI, Javed. Are Schools Prepared for Children? --- Sun (Karachi) May 19, 1974.

Most schools do not provide any sports facilities to students, nor do they arrange for any canteen or tuckshop. Classrooms are left without white-wash for several years and cobwebs and graffitti adorn the lurid walls. Many schools have not even proper doors and windows, much less desks or other things. Medical facilities and transport are not provided by many schools. Annual or six-monthly medical check-ups by doctors are out of question. Libraries are an uncommon feature in most city schools. Discipline is altogether lacking. Teachers either do not attend the classrooms, or if they do so, they do not give lessons to the students. This state of affairs has adversely affected the processes of teaching and learning which is evident from the examination results that are poorer than in the past. Nationalization has not improved the standard of education at all.

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3. HUSAIN, Tajammul. Open University --- Pakistan Times (Lahore) April 24, 1974.

The adoption of the People's Open University Bill by the Senate marks the completion of the first stage of what is one of the most radical provision of the Education Reforms of 1972. The idea of the Open University represents a fundamental break with the colonial legacy which visualized education as the prerogative of the people needed to run the services.

As set out in the Education Policy, the People's Open University will provide part-time educational facilities through correspondence courses, tutorials, seminars, workshops, and radio and TV broadcasts to the people who cannot leave their homes or places of work. It will also provide for the training of teachers and members of the Litracy Corps. Fortunately, so much has been done throughout the world in this field that it should not be difficult for our planners to work out the details of the syllabus, the method of communication, and the system of testing.

ADULT EDUCATION

4. BHATTI, Abdul Ghafoor. Adult Workers' Education --- Pakistan Times (Lahore) May 1, 1974.

In our country the trade unionists and labor leaders need to be educated on the impact of economic integration on living standards, employment, labor mobility, and trade union policies. They also need education on international investments, import and export controls, and comparative wages and other conditions of employment in the country. There is also an evident need for developing the Workers Education Union Journals, the labor Press, and the mass media, including Radio and TV. Special programs should be conceived and presented for particular group of workers for their vocational training, social and labor subjects. Integrating such education and training would help the youth to acquire balanced personality and become better citizens.

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5. DAVID, Vincent A. Rehnumai Asateza (Teaching Guide) --- Gujranwala, Nirali Kitaben. 120p. February, 1974 (U).

Adult education is an important need of the day, especially in a country like Pakistan, where the rate of literacy is still below twenty per cent. Adult education schemes were launched more than once in the past, but always without tangible results. The main reason of these repeated failures was the employment of unsuitable methods for teaching adults. The present brochure is an attempt to present a guide for the teachers of adult education.

The background of adult education and its importance are briefly discussed. It is recommended that special methods of teaching, suitable for adult illiterates, should be employed in our country. These methods are discussed in the light of new primer especially prepared for adult education. There are many other teaching tips, such as, when and how to teach writing, the importance of mathematics, the difficulties of adult students and their solutions, the qualities of a good teacher, the audio-visual aids, etc.

6. FATIMA, Firdos. Ta'aleem-e-Balighan Mein Samai-o-Basari Eaanaat (Audio-visual Aids in Adult Education) --- In: Qaumi Ta'aleem, 165-166. Karachi, Government College of Education. 1974 (U).

Audio-visual aids are very helpful in general education. Whatever the department of education, audio-visual aids are an effective means of teaching. The use of audio-visual aids in the field of adult education is especially useful, since adults have little interest in mere words and sentences.

It is unfortunate that in our country audio-visual aids are not employed extensively and efficiently. So far as radio, television, film slides, cinema, etc. are concerned, it is difficult to provide them in all educational institutions, although their use will greatly simplify adult teaching and learning. However, there are many other objects, like charts, maps, educational albums, pictures, flash cards, and black boards, which are not difficult to secure. Efforts should be made to use the material which can be prepared by the self-help.

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7. SAHAFI, Khalil. Balighon Ki Khwandgi Ka Mas'ala (Problem of Adult Literacy) --- Imroz (Lahore) April 22, 1974 (U).

The present Government is making all possible efforts to make education universal. As a first step towards this, education has been made free, arrangements are being made to provide books free of cost to elementary classes; and the complicated problems of students and teachers are being resolved.

All these efforts would, however, fail, if the defective system of education is not changed thoroughly and adult literacy compaigns are not conducted throughout the country. This work requires neither much money nor highly trained teachers. It does not even need buildings. It demands lowest service and some sacrifice. The program for adult literacy can be started even in mosques. Radio and televeision also can be utilized for this work. We have not yet seriously attempted to make use of these media for this purpose.

COMPARATIVE EDUCATION

8. UROOJ, Saeeda Mazhar. Taqabli Ta'aleem Kiya Hai (What is Comparative Education ?) --- In: Qaumi Ta'aleem, 53-55. Karachi, Government College of Education. 1974 (U).

The idea of comparative education is a modern idea, and the subject of comparative education has assumed immense importance. The world has become a smaller place and distances have almost disappeared. The development of communications has not only opened up sea, land, and air routes, but also laid out mental high ways to all lands and countries. Ideological differences, however, remain as many and as acute as ever among the peoples inhabiting this globe, and it is here that comparative study of education may serve to bring them closer. Comparative education poses two important questions. These are: 1) how to compare? and 2) what to compare? These questions are briefly discussed and it is hoped that the various educational systems will finally merge into a new harmonious whole.

9. HUSAIN, Syed Sajid, Nisab Sazi Mein Jadid Tareen Rujhanaat (Modern Trends in Curriculum Planning) --- In: Qaumi Ta'aleem, 155-159. Karachi, Government College of Education. 1974 (U).

The Second World War has brought about radical changes in every sphere of life, including education. New thoughts and new trends compelled the educators to change their traditional outdated system of education. Special efforts were made, especially in the U.S.A. to bring education closer to life and in harmony with the present-day problems.

The writer has discussed the new trends and approaches, which affected curriculum planning, under the headings: 1) psychological appraoch; 2) democratic and individual approach; 3) social approach; and 4) practical approach. The modern trends have also been opposed by the conservative school of thought, and the writer has presented their criticism. In the end arguments have been given in support of the new trends in curriculum planning.

10. NAZAR (Miss) Iqbal. Nisab Aur Uski Ahmiyat (Curriculum and its Importance) --- In: Qaumi Ta'aleem, 160-164. Karachi, Government College of Education. 1974 (U).

Curriculum is of basic importance in modern education. Educationists often differ about the meaning of curriculum. It is, in short, the sum total of experiences that students gain in school.

In the course of time, the aims of education kept on changing, and with it changed the curriculum. In old days curriculum consisted only of a few subjects in which the individual interests of the student, social values, and psychological principles, had no place. Today all the activities that are provided for students in schools constitute the curriculum. In other words, the scope of curriculum has widened to cover the whole life. Modern educationists advocate child-centered curriculum and are opposed to the old idea of subject-centered curriculum. Practical life should be the main aim of education. Unfortunately, in our country education is still limited to books. Our curriculum is not suited to our national aspiration and needs.

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11. QAMAR, Zulfiqar Ahmed. Hamara Nisab (Our Syl abus) ---
Nawai Waqt (Lahore) May 21, 1974 (U).

Those who edit children's textbooks for elementary classes are usually qualified Ph.Ds, Principals, Professors, or Lecturers. But as they have no experience of teaching elementary classes, they do not make good editors of elementary textbooks.

The system of examinations is outdated which encourages students either take the help of guide-books or memorize as many lessons as possible. This system should be changed immediately. In order to improve the standard of education, the following suggestions may prove useful: 1) The number of students should not be allowed to exceed the limits set by the available facilities. 2) The posts of teachers in each institutions should not be kept vacant for any length of time. 3) Teachers should also be associated in the preparation of the syllabus. 4) Only B.A., B.Ed. teachers should be appointed for classes I to X. 5) Technical education should be made compulsory. 6) An examination should be held at the end of each month.

EDUCATION GOALS

12. ALLAHWALA, Mahmood Ahmad. What is Wrong With Our Education? ---
In: Aljamia KUSU 1972, 47-49. Karachi, Karachi Students Union. 1973.

Our system of education has outlived its utility. A new system of education based on Islamic values, the genius of our nation, and the needs of our independent existence should be evolved. Education is not mere public instruction, it is a process through which a nation develops true self-consciousness. It is a mental, physical, and moral training that produces good men.

The fundamental problem with us is that our system of education has no moral aim or national purpose. Because of this, our education has lost its fundamental utility and has become a mechanical, lifeless process that consumes the best of our human resources and produces nothing useful. Thus, reorganization of our education should be our prime object. The Government should take positive steps to give direction and purpose to our education.

13. NADVI, Syed H.H. Dynamics of Education --- Islamic Perspectives (Karachi) III(3 & 4): 357-413. September-December, 1973.

The chaos in education in the Muslim East has given rise to the demand for a change in the basic philosophy of education, in the pattern of reorganization, and in the academic schedules of courses. No amount of changes and reforms can do any good unless the host of questions now vexing the minds of educational thinkers are analytically examined. A wrong diagnosis may lead to a wrong prescription and catastrophic results. Any change in any system without a change in the relevant belief-system or any reconstruction of the curricula without the reconstruction of thought is doomed to failure.

The writer discusses the subject of change in education under the headings: 1) why a change? 2) any ray of hope for our re-emergence; 3) educational climate in the Muslim East and in the Christian West and South and South East Asia; 4)theoretical and practical advances made in the field of education in the twentieth century; 5) the Iqra versus the non Iqra communities; 6) causes of inherent tension in our university education: a pan-Islamic crisis; and 7) conclusion.

EDUCATION PLANNING

14. AKKASI, Zahid, Hamarey Ta'aleemi Idarey (Our Educational Institutions) --- Musawaat (Lahore) April 12, 1974 (U).

The future of a nation is built in educational institutions. When we look at our institutions we are shocked to see that most of these institutions are no better than a stable. The number of students is growing year after year, but the accommodation has remained stationary. The result is that a large number of students fail to get admission to schools, colleges, and even to the universities. In absence of anyting useful to do, they turn to crime and other anti-social activities.

Education has become commercialized to such an extent that teachers at school level force the students to employ the former as their private tutors. This practice has also served to lower the standard of education. The number of failures are

00012

increasing every year, and those who get through the examinations remain unemployed. This creates a sort of dis-illusionment among the student community. The unemployed educated young men are not prepared to take up any jobs other than the government service. The present system has failed to create dignity of labor among the students.

15. KAZMI, Ismat. Ibtedai Madaris Say Talaba Ki Ghair Hazri (Absenting of Students from Primary Schools) --- In: Qaumi Ta'aleem, 103-105. Karachi, Government College of Education. 1974 (U).

Money spent on education is an investment in human resources, and any wastage in the field of education is a national loss. The case of drop-outs falls in the same category of waste in education. According to statistics provided by Pakistan Bureau of Education, out of every 100 students who were studing in 1950-51, only 28 students could pass matriculation in 1960. This shows the degree and acuteness of the problem of drop-outs.

The reasons for drop-out are various. Important among them are: 1) family problems of students; 2) non-adjustment of students with school environment; 3) defects of teaching; 4) defects of syllabus; and 5) lack of space and other facilities in schools. There is a brief discussion about handling the problem of drop-outs.

16. MALIK, Qayyum. Our Educationists Are Ignorant of Basic Issues --- Morning News (Karachi) June 11, 1974.

Most of our educationists and teachers are blissfully ignorant of what the child should be taught so that he may grow up as a useful member of society. School children in the advanced countries learn much about a number of subjects, but the over-all load on them is not so heavy as it is in this country. Our children suffer from the grave handicap of having to master a totally alien language and at the same time learning a couple of our languages.

English for us is a language of overwhelming importance, and our boys must learn it with thoroughness and deligence. This glaring fact of the language handicap is lost on our educationists. They insist on stuffing the child's mind with the maximum amount of knowledge on every conceiveable subject. Our

00013

educationists also seem to be unaware of the fact that information or training that borders on specialization is unsuited to early teenage. We must evolve an educational system in harmony with out progressive Education Policy. We must also define our goals. Our educational exercise should be of maximum benefit to the maximum number of students.

17. RAHMAN, Fizaur. Unemployment of the Educated --- Pakistan Times (Lahore) May 15, 1974.

In Pakistan, unemployment of the educated is most acute among those who have completed 12 to 16 years of education. Many with higher qualifications are misplaced in the sense that they are employed in jobs where they cannot make full use of their education. In the sixties, high priority was assigned to promotion of higher education.

Many centers of higher learning were established all over the country, offering courses in subjects like English, Economics, Urdu, Geography, Political Science, and Maths for M.A. examinations. These centers(colleges) turned out graduates in arts subjects by thousands. Graduates in Science subjects like Physics, Chemistry and Biology too became surplus. Law Colleges swelled the number of unemployed lawyers. This enormous excees of supply could not be absorbed by the exisiting level of economy. In order to improve the standard of performance of some of our educated product, greater emphasis should be placed on science-based vocations and practical on-the-job training.

EDUCATION REFORMS

18. RIZVI, Ali Akhtar. Ta'aleemi Islahaat (Education Reforms) --- Mashriq (Karachi) May 7, 1974 (U).

The nationalization of educational institutions by the present government has opened the door for poor children who could not afford to pay the tuition fee and purchase costly textbooks. Although the administrators of the commercialized institutions tried their best to frustrate this reform, they could not succeed in their designs.

One thing, however, that is rather disturbing is the transfer of teachers from one institution to another. This unnecessarily interrupts the studies of the students. Such transfers add to the difficulties of the educational institutions. It was also expected that following the nationalization routine requirements of the institutions would be met without undue interference by the higher bureaucracy. Most of the institutions are short of such items as stationery and chalks. In order to obtain these things, the administration of the institutions have to wait for long, and the sufferers none but the students.

EDUCATION RESEARCH

19. AHMED, Rafiq. Ta'aleem Kay Shobey Mein Tehqiq (Research in Education) --- Imroz (Lahore) April 26, 1974 (U).

Now, when the developing countries are facing serious economic and social problems, the dissemination of purposeful education seems to be the only way out of these difficulties. Teaching does not consist in making the students memorize their lessons and then testing their ability to reproduce the matter in examinations. It consists in awakening interest in students for true knowledge and research work.

The present system of education and the process of teaching do not conform to modern theory and practice of teaching. But no steps have so far been taken to bring any useful change in our old ways. The present government has done much to improve the situation, but much yet remains to be done. It should make arrangements for some sort of research work in educational institutions. Purposeful education is the need of the time, and research work should also be purposeful. Only those subjects should be taught in universities, colleges, and schools that are related to day-to-day life.

20. MIRZA, S.P. Education - the New Approach --- Pakistan Times (Lahore) May 7, 1974.

The project entitled "Microtesting" had to be initiated on a crash footing, for it would require training of primary school teachers, preparation of units of reading material and allied teaching aids, evaluation of the experiment, and careful

revision of the final curriculum. This was the first time 'Microtesting' was introduced in Pakistan, mainly to envisage the testing of a portion of a new curriculum prepared in the shape of reading material by the Punjab Textbook Board.

The experiment has proved successful in every respect, and the teachers and school children are happy to discover a meaningful role for themselves in the shaping of the education system. The program was launched with a short in-service course. Requisite reading material and audio-visual aids were also prepared. As many as hundred schools in the Punjab were involved with the experiment.

Another important aspect of the 'Microtesting' exercise was the involvement of parents, who so far had known nothing about the education of their children. Sixty per cent of the parents interviewed by the Supervisors, said that their children worked harder and more enthusiastically at home. More than 50 per cent were sure that there was no cramming and that the children had become more inquisitive about certain things. In the findings presented to the Textbook Board, most of the children asked for more colored pictures in their books and preferred to do exercises given at the end of each lesson.

21. RASHEED, Shamim. Tehqeeq Mein Namuna Bandi Ka Muqaam (Role of Sampling in Research) --- In: Qaumi Ta'aaleem, 135-140. Karachi, Government College of Education. 1974 (U).

When educational research is conducted about a group of people, we follow two methods. In the first method, we study the entire group, and in the second method we take a sample of the group. The first method is possible only where the group is very small. In a larger group sampling is necessary, as it is quick, less costly, and easy.

There are two main methods of sampling, one probability sampling and the other non probablity sampling. The types of probablity sampling are: 1) simple random sampling; 2) systematic sampling; 3) stratified sampling; 4) cluster sampling; and 5) multistage sampling. The types of non probablity sampling are: 1) sampling of convenience; 2) purposive sampling; 3) quota sampling, and 4) composite sampling. The various types of sampling are briefly discussed.

EXAMINATIONS

22. AHMED, Shahid. Imtehaani Nizam Mein Tabdeeli (Change in Examination System) --- Imroz (Lahore) April 13, 1974 (U).

Important changes have been made in the system of Matric and Intermediate examinations of the Punjab from the current academic year. According to this change, division system has been replaced with five grades. From now on successful examinees will be awarded grades and not divisions.

Under this system, the student's conduct and their educational proficiency will remain under constant observation and review. At least four internal tests will be held in two years, and on the basis of the marks obtained, the examinees will be awarded points. This is the first attempt to change the outdated and meaningless system of examination. It is hoped that the students will pay more attention than before to the acquisition of knowledge and devote more time to their studies. The teachers, too, will fulfil their responsibilities honestly while examining their students' profeciency.

23. ALI, Iftikhar. Education and Tests --- Pakistan Times(Lahore) May 23, 1974.

The Test Development and Research Unit, proposed to be set up in the Federal Ministry of Education, can develop into a very useful part of the educational aparatus. Such a cell has an important function even in the highly advanced societies where education is organized on modern, scientific basis. In a country like ours, its role is even more significant in developing scientific tests and instruments for the measurement of students' basic intelligence and their special aptitudes.

It is a long-term task, but in the short run also the proposed unit should be able to assess the latest ideas on the system of examination. Hardly less important would be the unit's task of over-seeing and evaluting the new system of periodical-cum-annual examinations introduced in schools from the current academic session.

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24. AZAM, Mohammed. Imtehanaat Ka Iltewa (Postponment of Examinations) --- Nawai Waqt (Lahore) April 1, 1974 (U).

Postponment of examinations has become the order of the day for the last few years, although the Directors of Educational Boards and the universities' authorities are both responsible for holding the examinations in time. The holding of examinations on scheduled dates seems to have no meaning for government officials. The result is that the students lose heart and waste valuable years of their life. Some of them give up studies in fear of becoming 'over-age' becauseof continuous postponment of examinations. The dwindling percentage of successful students in examinations is the direct result of these recurring postponments. If examinations are held in time, the students would realize their responsibilities and the ratio of successful candidates would begin to rise year by year. It is, therefore, requested that all examinations should be held in time.

25. HUSAIN, Akhlaq. A Semester Size-up --- Dawn (Karachi) April 12, 1974.

The introduction of the semester system in the Karachi University at the end of last year aroused fears as well as hopes. Now that the first four-month session has come to a close, it is possible to attempt first tentative stock-taking. A review of the working of the system by a committee of teachers and framers of educational policy will be useful here.

A recent survey shows that a fairly broad agreement of opinion exists among both teachers and students on the desirability of the change in principle. The students are working harder, their attendance has improved, and they are spending more time in libraries than before. The teachers on their part, are responding to the challenge posed by the new system. All this is encouraging. But there are certain difficulties besetting both the teachers and the students. With 290 teachers, some of whom are always on leave, and 6,000 students, the teacher-pupil ratio is below the minimum required standard of 1:2. But even more frustrating is the woeful insufficiency of textbooks. Unless something is done to improve the library facilities substantially, especially in respect of the stock of textbooks, the semester-system would hardly serve the purpose.

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26. JAMIL, Najma. Semester System --- Morning News (Karachi) April 26, 1974.

As the city is humming with the reports of the introduction of the semester system in the colleges, the student community seems to be undecided about the wisdom or otherwise of the change. To begin with, most of the university teachers and students seem to have no clear idea of the working and merits of the new system.

The semester system itself is a hotch-potch of the new and old education system. First of all, teaching would become impossible. In the colleges there are about 150 boys in one section, and a class comprises many such sections. The lecturers normally have to teach about five to six sections in a day. Therefore, it would be humanly impossible to hold tests and tutorials, which are the essential factors of the semester system. Moreover, the teachers are required to pay individual attention to students under this system. This cannot be done in overcrowded sections and classes. The non-availability of textbooks would also prove a serious problem. Apart from this, the students who would suffer most would be those who are working to support their families and studying in their spare time. This category of students cannot possibly bear the rigours of the semester system.

27. MALIK, Muzaffar Hasan. Hamarey Nizam-e-Ta'aleem Mein Imtehanaat Ka Mas'ala (Problem of Examination in Our Educational System) --- Imroze (Lahore) April 13, 1974 (U).

The defective system of education, the defective mode of teaching, and the defective training of teachers - these are some of the reasons for the spread of unfair practices in examinations. The questions are: 1) What useful purpose does the examination system serve ? 2) Why do the students and their guardians use unfair means? 3) Why has the whole society gone mad after good marks and divisions?

The basic cause appears to be the defective system of teaching. Secondary Education Boards in our country have failed to play a positive role in the field of correct and effective teaching. The Boards need immediate reorganization. These Boards should include experts in different subjects. The Government have changed the syllabus of Classes I to III from the current year,

and based it on the modern techniques of education. But such steps would prove useful only if the teachers accept these techniques and agree to change their old methods.

28. NADVI, Syed H.H. Metaphysics of Semester System --- Islamic Perspectives (Karachi) III(3 & 4): 355-336. September-December, 1973.

The scheme of semester system is in fact a departure from medieval theory of knowledge and education. The rationale of semester is the awakening and stimulating of the creative impulses of the community and the reconstruction of its belief system.

The system can derive its inspiration from three sources. First, from the honesty and hard work of the teacher, his love of his subject, and of the teaching profession and the students. Secondly, from the honesty and hard work of the students, their love of their subject, and respect for their teachers. Thirdly, accessibility to a rich library. These three conditions are a must for the success of the system. It is also suggested that the present syllabi also need drastic changes to suit the new pattern of educational set-up.

29. QURESHI, Amanullah. Ta'aleemi Jaizey Kay Mukhtalif Tariqey (Different Methods of Educational Examination) --- Ta'aleem-o-Tadress (Lahore) 7(3):17-31. April, 1974 (U).

The need for effective methods of assessing a student's ability is growing day by day. Correct educational assessment is very helpful in guiding the student in his academic life. Educational assessment in academic institutions is done to achieve various objectives like change in educational standards, assessment of teachers' proficiency, change in the curriculum, and assessment of the students' academic achievements. The information gathered by this assessment process helps in the formulation of educational policies. Modern methods of assessment are now being freely used for this purpose.

The salient features of the old method of examination and modern techniques, including standardized tests and diagnostic tests, are discussed critically.

00020

30. RIZVI, S.J.H. A Note on the Semester System and its Working --- Islamic Perspectives (Karachi) III(3 & 4): 414-416. September-December, 1973.

The proposed introduction of the semester system has taken practical shape this year. In many ways this change has far-reaching effects on the future setup of education. The main feature of the system is its flexibility and consequential adaptability both to the students and the teachers. The most important area which is deeply affected in the change-over is the present system of examination. The present examination system has greatly contributed to the deterioration of educational standards, and has given rise to many malpractices. It is also a costly and time-consuming system.

The wirter has explained the working of the semester system under the headings: 1) semesters; 2) admission; 3) admission requirements; 4) courses; 5) designation of courses; 6) credit hours; 7) degree requirements; 8) departmental requirements; 9) Adviser/Advisory Committee; 10) selection of courses/master plan; 11) required courses; 12) pre-requisite courses; and 13) grading system.

HEALTH EDUCATION

31. MASOOD, F.D. Health Education --- Sun (Karachi) April 30, 1974.

The growing problems of public health in our country can be solved only by consistent and coordinated efforts of the authorities in cooperation with the masses. The authorities should first realize the importance of health education in the nation's life and then take up the task of educating the people in three stages: (1) The people should be made health conscious and aware of the dangerous consequences of their present unhealthy habits and conditions. (2) Health education should be imparted on a nation-wide scale by conducting national health compaigns and by employing all mass media, including audio-visual means. (3) Health education should be given a separate place as a discipline in the field of public health, and a separate Division should be established in the Central Health Ministry, with a separate Directorate of Health Education in each province.

00021

32. NASIMULLAH. Department of Pharmacy --- Sun (Karachi) May 5, 1974.

The question of admission to the faculty of Pharmacy of the Karachi University is still unsettled. The second semester is about to begin, and many students who were sure of their admission are feeling nervous at the prospect of losing one precious year of their academic life. This is bound to happen if no immediate action is taken. In Medical Colleges the number of seats for M.B.B.S. First Year was increased from 200 to 1,900 and plans have been drawn up for the opening of a Medical University in the near future. The Department of Pharmacy was converted into a faculty only a year ago, but the number of seats was reduced from 250 to 120. It is, therefore, requested that the Government should increase the number of seats in this faculty by at least 150, and reinforce the strength of teaching staff by at least 10 experienced teachers. The allocation of funds for the faculty should also be reasonably raised.

33. SETHI, Pervez Alam. Shobae Geology (Geology Department) --- Nawai Waqt (Lahore) April 12, 1974 (U).

It is unfortunate that the proposals submitted by the teachers and students of Geology have gone unheard. The Department of Geology of the Punjab University has a brilliant and respectable past, but of recent years its standard has fallen sharply. In order to raise the standard, the Society of Geology has submitted the following proposals: 1) If Geology is also declared a professional subject like Pharmacy or Medicine, it would regain its importance and attraction in the professional world. 2) The department of Geology should be raised to the status of an Institute, as has been done in the NWFP. 3) A special section for higher research in petroleum should be set up in the department of Geology. 4) The exorbitant prices of books have become a problem for the students of Geology. The Science Foundation of Books should take up the job of printing such books and supplying them to the students at reasonable prices.

34. BAIG, Moinuddin. Abbasi Ahd Ka Nizam-e-Ta'aleem (Educational System of Abbasid Period) --- In: Qaumi Ta'aleem, 23-26. Karachi, Government College of Education. 1974 (U).

Abbasid period can rightly be called the golden age of Islamic era. During this period men of letters thronged to Baghdad from all over the world, and knowledge and learning flourished as never before.

The technique of imparting of early knowledge during Abbasid period was not much different from that in the days of the Prophet Mohammad. Mosques in those days served as class rooms as well as rendezvous for the learned people. Here the children were taught the Holy Quran which was the basis of education, later to be followed by other practical subjects. The role of teacher was both autocratic and helpful. His main purpose was to give such education to children as would make them perfect men.

Liberal patronage was given to the cause of learning by various rulers and wealthy people of the time.

35. KHAN, Asrar Ahmed. Ahde Farooqi Ka Nizam-e-Ta'aleem (Education System During the Reign of Hazrat Umar) --- In: Qaumi Ta'aleem, 21-22. Karachi, Government College of Education. 1974 (U).

The rule of the second Caliph, Hazrat Umar, is the most illustrious period in the history of Islam. Besides other useful vocations of life, education also developed and progressed fast. Hazrat Umar drew up a comprehensive plan that laid special emphasis on the adult and child education.

Learning of the Quranic teachings was the main pillar of educational structure. Learning Quran was compulsory even for the bedonins. Along with the Quranic teachings, Arabic language and literature were compulsory. Teachers were paid from the national exchequer to encourage the job of teaching. Special officers were appointed to look after the educational requirements of distant places. Brief mention is made of the method of teaching in the days of Hazrat Umar.

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36. KHAN, Zafar Husain. Lassani Tanazea Sharqi-o-Gharbi (Language Dispute East and West) --- In: Qaumi Ta'aleem, 32-36. Karachi, Government College of Education. 1974 (U).

In 1813 the British government asked the East India Company to arrange educational facilities for the firm's employees in India. This sparked off the dispute as to which of the languages in the Indian sub-continent was most suitable to be adopted as the medium of instruction for the people. Some people in the East India Company favoured the retention of the indiginous system of education and others favoured the introduction of English language and literature. The Company had to solve four problems before drawing up a workable scheme of education: 1) aims of education; 2) responsibility about education; 3) medium of education; and 4) method of education.

There were difference of opinion as to how solve these problems. However, the most difficult and complicated problem was that of the medium of instruction. It is discussed in some detail how this problem was tackled at various stages and with what consequences. It is also lamented that the British policy about the medium of instruction in India resulted in nothing but chaos in educational field.

ISLAMIC EDUCATION

37. NADEEN, Nayyar & SULTANA, Zakia. Tadrees-e-Islamiyaat - Ahmiyat Aur Tadreesi Tariqe (Teaching of Islamic Studies - Importance and Teaching Methods) --- In: Tarbiyat-e-Tadrees, 78-82. Karachi, Ghazanfar Academy. 1974 (U).

The responsibilities of the teacher assume supreme importance when he takes up teaching Islamic studies. His personality becomes a part of his teaching. He will be a poor teacher if he himself fails to follow what he is teaching. Besides being a man of character, a teacher of Islamic studies should have thorough knowledge of the medium of instruction, Muslim history, the needs and aspirations of the country and the age with its new inventions and discoveries. It is only in this way that a teacher of Islamic studies can do justice to his subject.

00024

The writer briefly discusses various methods of teaching Islamic studies. It is emphasized in the end that Islamic teaching has basic importance in the educational scheme of the country, as Pakistan was created in the name of Muslim identity.

LANGUAGES, TEACHING OF

38. AHMED, Ansar. Urdu Nisab Per Nazarsani (Revision of Urdu Syllabus) --- Nawai Waqt (Lahore) April 15, 1974 (U).

The Government of Pakistan had set up a committee of experts to revise Urdu syllabus from classes VI to VIII. This committee has recommended that the students of classes VI, VII, and VIII should not only be taught the language but they should also be taught our national heritage, culture, and art in addition to the Urdu language. But the first requisite is to include Islamic teachings in the syllabus, because unless they are properly introduced to the teachings of Islam from an early age, they will not be able to mould their life according to the tenets of Islam. The importance of religious education for our children cannot be over-emphasized.

39. NADEEM, Nayyar & SULTANA, Zakia. Zuban Ki Ahmiyat-Tadrees Mein Urdu Ka Maqaam (Importance of Language-Status of Urdu in Teaching) --- In: Tarbiyat-e-Tadrees, 33-50. Karachi, Ghazanfar Academy. 1974 (U).

Language is the most important invention of man. Language is a social necessity and the most important means of transmitting and preserving knowledge. So far as teaching is concerned, language is the basic ingrdient of learning. Without language there can be no communication between the teacher and the taught.

There are a number of spoken languages in Pakistan, and they are quite rich. Then we have a number of people who speak foreign languages fluently, especially English. However, Urdu is the only language that serves as a link between all regions of Pakistan. It is this fact that makes the teaching of Urdu language especially important. In comparison to other regional languages, Urdu is the richest language of the sub-continent. Moreover, it has all the necessary qualities of becomming the medium of teaching.

The method of teaching Urdu language is discussed under the headings: 1) teach speaking; 2) teach reading; 3) teach writing; 4) loud reading; and 5) writing.

40. RATTO, Shenaz. Ingrezi Ka Nisab (English Syllabus) --- Akhbar-e-Khwateen (Karachi) April 27 - May 3, 1974 (U).

All the changes that have been made in the syllabus during the twenty-six years of independence, seem to have produced no result. Now, when certain basic changes are being made in the educational structure, a few suggestions would come in useful. English has gained the status of an international language. But English textbooks are prepared in a way that serves no useful purpose. The work of preparing these books should now be taken up more seriously. The language should be easy, clear, and simple, so that an average student can easily understand it. More emphasis should be laid on grammar. At the moment, no attention is paid to this subject with the result that the students fail to acquire good knowledge of English. What is also required is to put an end to guess-papers which have played havoc with our educational system.

LIBRARIES

41. HANFI, Shaikh M. Librarians --- Dawn (Karachi) June 17, 1974.

Librarians in Pakistan have been struggling for their rightful place in society for the last 27 years, but without success. Two years ago, they felt some satisfaction and encouragement when the present government came out with the recommendation in its Education Policy of 1972-80 that the "librarians will be placed on similar salary scales as the teachers/or lecturers of the institutions to which they are appointed." Most of the college librarians were brought at par with the college lecturers according to this recommendation, but the library staff of the universities have yet to get their due.

The University Grants Commission has also recommended academic status for librarians in the meeting of the Standing Committee

00026

of the Vice-Chancellors held on June 8, 1973 at Hyderabad and suggested to all universities that the librarians, Deputy Librarians, Assistant Librarians, and Junior Assistant Librarians be brought at par with the University Professors, Associate Professors, Assistant Professors, and Lecturers respectively. But unfortunately this suggestion has not been implemented so far.

42. SABZWARI, G.A. School Library and Adult Education --- Pakistan Library Bulletin (Karachi) VI (1 & 2): 45-50. September-December,1973.

The article discusses the importance of education and points out the dearth of libraries in Pakistan. It is sad to note that the most neglected institutions in the country are the school libraries. The few libraries that exist are poorly stocked and more poorly maintained. They are kept carefully locked and sealed, and the circulation of material is always discouraged.

In the new education policy, the government has promised to make libraries an integral part of education at all levels. Some suggestions for the improvement of school libraries in keeping with the object of the new education policy are presented.

It is pointed out that the government may use school and public libraries also for adult education. These libraries can play a very important role in the eradication of illiteracy from the country. A brief plan is presented for the use of libraries as adult education centers.

43. SAQIB, N.A. Punjab University Kay Librarian (Librarians of Punjab University) --- Musawaat (Lahore) May 22, 1974 (U).

It is unfortunate that the librarians working in the Punjab University Library have been denied the scale of pay announced by the Government of the Punjab for the librarians of the Government Colleges. It is strange that although this scale of pay has been given to all the librarians working in Baluchistan NWFP, and Sind including Karachi, the librarians of the Punjab University have been conveniently ignored. This situation has

00027

forced about twenty librarians to give up their old jobs in search of better ones somewhere else. This is a great loss not only to the University, but also to the country as a whole. If the authorities of the Punjab University are not prepared to give better facilities to the librarians they should atleast give them the revised salary that is their due. The Punjab University has given the librarians scale No.11, whereas those at other places are enjoying scale No.16.

44. SHAHID, Sultan. Librarian Kaisey Behtar Ho Sakti Hein (How Libraries Could Be Improved ?) --- Imroz (Lahore) April 23, 1974 (U).

The plan to set up fifty thousand libraries under the new education policy is all right, but it does not seem to be a practical proposition. The first problem to be solved would be how and where to accommodate thousands of libraries and then to stock them with selected books. As to the procurement of books the present system of purchasing reading materials for libraries is defective and encourages corrupt practices. The funds and grants for purchasing books for the existing libraries are rarely utilized properly and honestly. So, it appears that the plan to set up fifty thousand libraries shall have to remain unimplemented until the whole system is changed. What is needed now is to change this system as soon as possible and then take steps to launch the new plan.

MEDICAL EDUCATION

45. HUSAIN, Syed Jamil. Sind Medical Kalij (Sind Medical College) --- Jang (Karachi) --- April 10, 1974 (U).

In view of the increasing number of students seeking admission in the medical college, it was found necessary to open a new medical college because the existing two medical colleges in the province were unable to cope with the increasing demand. A new college, known as the Sind Medical College, was set up. At the moment, the number of students in the first and second years is 260 and 211 respectively. In the beginning, the new medical college had to face various problems but now it has begun to run smoothly. It was generally feared that the teaching standard of this college will not be up to the mark. But these fears have proved false. The latest teaching techniques have been introduced, and highly qualified doctors have been put on the teaching staff. The plan to set up close circuit TV has been completed.

00028

46. KHAN, Bin Yamin. New Medical Colleges --- Pakistan Times (Lahore) April 14, 1974.

The Lyallpur and Rawalpindi medical colleges have got off to a good start at the Agriculture University Campus. The two institutions, functioning as a single integrated unit for the time being, have about 300 students, including 25 girls, on their rolls. Lack of accommodation is the most serious problem for these colleges. Students and teachers have to shuttle between the Kisan Hall and the old campus. The only solution to this problem is that the entire Kisan Hall premises, the two wings at present occupied by the University, and the residential quarters should be handed over to the medical colleges.

Hostel facilities for the students are also inadequate. Eighty students are lodged in the dormitories of the Kisan Hall, with eight students herded together in each room. The colleges also have a shortage of the teaching staff. Although the Government has sanctioned 31 professors, assistant professors, and demonstrators, the colleges have so far only half of this staff present and working. Shortage of senior teachers is strongly felt by the students.

47. MALIK, Naushaba. Medical Kalijon Mein Larkiyun Ki Nashistain (Girls' Seats in Medical Colleges) --- Hurriyat (Karachi) April 11, 1974 (U).

Under the new policy, separate seats were reserved for urban and rural areas in the Medical Colleges of Sind. This was welcome news, particularly for the people belonging to rural areas. Under this policy students were called for interview. But it was found that they held primary certificates of the area which also entitled them for the domicile of that area. The situation created difficulties for those students who had obtained their certificates of domicile at the place where their parents ancestors were residing for reasons of professions or business and not for their place of birth. Moreover, they were educated not at their ancestoral homes, but at the place where their parents were staying for the time being. So, their domicile certificates were rejected and their admission was refused. This decision is not just. Their applications should be reconsidered and they should be selected from the rural areas for which they had acquired their domicile certificates.

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48. SHAH, Syed Sher. Sind Kay Medical Kalijon Ka Mas'ala (Problems Facing Sind Medical Colleges) --- Hurriyat (Karachi) April 14, 1974 (U).

At present the dearth of demonstrators has become a major problem for medical colleges. According to the Pakistan Medical Council, one demonstrator is necessary for every 35 students, whereas in the Anatomy Department of the Dow Medical College only one demonstrator is working for 800 students. Two years ago, there were 12 demonstrators for 400 students.

According to the Government, no doctor is prepared to discharge the duties of a demonstrator. This is as it should be, because the salary announced for demonstrator is not attractive. The problem can be solved only if the salary is increased and the same facilities and amenities are provided to the demonstrators as are being provided to the doctors. Added to this is the fact that the conditions of laboratories are deplorable, and the books are not available. There is no doubt that the National Book Foundation has published some books for the students but most of those are below standard.

PHILOSOPHY OF EDUCATION

49. AHMED, Khwaja Manzoor. Sir Syed Kay Ta'aleemi Nazariyaat (Educational Thoughts of Sir Syed) --- In: Qaumi Ta'aleem, 41-52. Karachi, Government College of Education. 1974 (U).

Sir Syed Ahmad Khan is considered as the guiding spirit behind the Muslim renaissance in the Indo-Pak subcontinent. We find his contribution in every field of life. However, his real field is education. Unfortunately, not much has been said about his contribution in the field of education. A lot has been written about his contribution in other fields. Time and again he urged the Muslim nation to seek modern knowledge. He established the famous Aligarh University for the education of the Indian Muslims.

The writer has discussed in some detail the educational ideas of Sir Syed under the headings: 1) Sir Syed's environment and

00030

formation of his thoughts; 2) educational ideas; 3) what is education? 4) aims of education; 5) religious education; 6) curriculum; 7) general education; 8) special education; 9) education in local languages; 10) method of education; and 11) general review.

50. FATIMAH, Ghulzar. Allama Ibne Khaldun Bahaisyat Mufakkir-e-Ta'aleem (Ibne Khuldun as Educational Philosopher) --- In: Qaumi Ta'aleem, 37-40. Karachi, Government College of Education. 1974 (U).

Ibne Khaldun, born in Tunis in 1332, was the greatest philosopher of his time. Basically a historian, he has left his imprint on many fields of knowledge and learning including education. In a way he was much ahead of his time. His ideas about education are remarkably modern, and some of his theories are being applied by modern educationists. Ibne Khaldun did not blindly follow his predecessors. He gave new direction to education. For him, knowledge begins with research which requires discussion and argument. He thus advocated scientific bases for knowledge.

The writer discusses his contribution in the field of education under the headings: 1) aims of education; 2) curriculum of education, and 3) method of teaching. It is pointed out at the end that he is considered a modern thinker in the field of education.

51. HASNI, Syed Manzoorul Hasan Saba. Iqbal Ka Nazariyae Ta'aleem (Iqbal's Educational Philosophy) --- In: Qaumi Ta'aleem, 56-60. Karachi, Government College of Education. 1974 (U).

Education is related to life, and the ideas we have about life are reflected in our education system. Iqbal believed in Islam and thus Islamic education is his ideal. However, he rejects modern religious education as he does English education system. The main defect of the present education system, according to Iqbal, is its emphasis on materialism. Economic betterment is not the only goal of life; there are moral values and ideals which should be preserved. Modern education creates slavish mentality which is an unpardonable sin.

00031

According to Iqbal, the role of teacher is more important than curriculum and school administration, so far as education and training of students are concerned. Unfortunately, our teachers lack the necessary qualities for their noble profession. The type of education Iqbal wants is breifly discussed in the light of his verses.

52. HUSAIN, Sabir. Chand Ahem Ta'aleemi Falsafay (Some Important Educational Philosophies) --- In: Qaumi Ta'aleem, 61-65. Karachi, Government College of Education. 1974 (U).

The concept of philosophy is briefly discussed. Educational philosophy is the branch of general philosophy that deals with the values we want to introduce in our schools through curriculum. Thinkers differ about the values, and so do their philosophies of education. All thinkers want to find the truth, but where to find it is a question on which they differ. It is pointed out that a knowledge of these different philosophies will help standardizing our syllabi and curriculum and making them purposeful.

The various educational philosphies discussed are: 1) philosophy of authoritarianism; 2) philosophy of new romanticism; 3) philosophy of experimentalism; and 4) philosophy of realism. A brief critical analysis of each philosophy has been given.

53. NADVI, Syed H.H. Highlights of Thought on Education --- Islamic Perspectives (Karachi) III (3 & 4): 354-355. September-December, 1973.

As the Muslim rule in India ended in 1857, the intellectual culture of Muslims became three dimensional. On the one hand the desire for the preservation of Islam and of religious life gave birth to the Deoband school, and on the other hand the sense of competition with other nations and an awakening to the importance of modern education led to the establishment of the Aligarh university. The institution known as the Nadwatul Uloom was established to serve as a means for reconciling the two extremes. But none of them could succeed in presenting a workable formula.

In 1920, a new education movement under the guidance of Mohammed Ali Johar emerged by the name of Jamia Millia Islamia. It was a scheme of studies for nationalist Muslims for the educational institutions in India. The salient features of the scheme are briefly mentioned. But, unfortunately the Jamia lost its original spirit after Johar and became a part of general educational system.

It is felt that a goal-oriented new revolutionary movement in education is urgently needed in the Muslim East.

PSYCHOLOGY

54. ANDREWS, Shila. Jibillat Aur Bachchon Ki Nashonuma (Instincts and Development of Children) --- In: Qaumi Ta'aleem, 79-80. Karachi, Government College of Education. 1974 (U).

Instincts play an important part in the development of human personality. Till recently little thought was given to scientific study about human instincts. In the early twentieth century psychologists accepted the importance of instincts in human development. Instinct is innate propensity to certain seemingly rational acts performed without conscious design of the individual, and it is inherited. The nature of instincts is briefly discussed.

There are various kinds of instinct. According to Freud, only the sex instinct is the basic instinct. Other psychologists include in it many human propensities and impulses, such as hunger, fear, sex, anger, hate, curiosity, etc. These instincts are present in every man. However, in some cases their nature is strong and in others weak. The importance of instincts and proper instinct training for healthy development of children is briefly discussed.

55. AZIZ, Maqsood. Iskoolon Mein Ta'aleemi Nafsiyaat Ka Iste'mal (Use of Educational Psychology in Schools) ---, In: Qaumi Ta'aleem, 74-76. Karachi, Government College of Education. 1974 (U).

Knowledge of educational psychology is a must for every teacher. It is the key to all education problems. The subject deals with

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the development of child. This development covers his mental physical, social and emotional aspects. A teacher cannot succeed in imparting knowledge without knowing anything about these principles. When a child comes to school , he comes for mental and physical training which will help him to lead a successful life in future. The school is the training ground for adult life. This training is possible only if the teacher knows the various mental, physical, emotional, and social changes that occur in child at different stages of his growth.

There is a brief discussion of how educational psychology plays its part in school, in learning, in syllabus, in examination, etc.

56. LODHI, Aqeel Ahmed Khan. Intekhabi Mushawarat (Elective Counceling) --- In: Qaumi Ta'aleem, 96-102. Karachi, Government College of Education. 1974 (U).

Man instinctively seeks help and guidance from others. In this age of specialization, dependence on others has increased manifold. Need and importance of guidance are accepted facts. The meaning and definition of guidance is briefly given by the writer. Guidance is of two kinds, neodirective counseling and directive counseling. The special features of both types of counseling are explained, and the qualities of a counselor are discussed.

The nature of elective guidance is dealt with in the light of the explanations of different educationists. The principles of counseling are discussed under the headings: 1) acceptance; 2) respect for the individual; 3) permissiveness; 4) learning; 5) thinking with client; and 6) authority.

57. RUBINA, Tajwer. Moallim Aur Ta'aleemi Nafsiyaat(Teacher and Educational Psychology) --- In: Qaumi Ta'aleem, 71-73. Karachi, Government College of Education. 1974 (U).

Before understanding the implications of educational psychology, it is necessary to understand the scope of general psychology. Educational psychology deals with human development in the context of educational process. It helps in solving problems concerning education. So far as educational problems are concerned, they differ from society to society. However, some problems are universal, like training of people according to

00034

the social requirements of the country. This training needs the help of educational psychology.

Educational psychology, as a mean to achieve educational aims, deals with: 1) study of students' mind; 2) curriculum planning according to students' mental capacities; and 3) the devising of better teaching and learning methods and environment in the light of the curriculum and the students' mental capacities.

58. SIDDIQI, Ali Ausat. Binet Simon Ka Zehni Azmaish Ka Paimana (Binet Simon Scale of Mental Testing) --- In: Qaumi Ta'aleem, 119-124. Karachi, Government College of Education. 1974 (U).

Intelligence and mental testing are well known terms today. Psychologists have tested and categorized the intelligence level of different people. Today when we say 'he is idiot or 'he is genius' or 'he is bright' or 'he is dull,' we know the mental capacities 'he' possess. Mental testing as a regular science was first adopted by Sir Francis Galton and later followed by many other psychologists. The most successful in the field of mental testing is Alferd Binet, and for his valuable contribution he is considered as the father of modern mental testing. Binet worked with Dr. Simon and in 1905 published the scale popularly known as 'the 1905 Binet-Simon Scale.' The second scale of the same team was published in 1908, and the third in 1911.

The salient features of Binet-Simon scales are briefly discussed with the help of examples and sample questions.

SCIENCE EDUCATION

59. NADEEM, Nayyar & SULTANA, Zakia. **Tadrees-e-Science Ki Ahmiyat** Aur Mukhtalif Tariqe (Importance of Science Teaching and Different Methods) --- In: Tarbiyat-e-Tadrees, 66-77. Karachi, Ghazanfar Academy. 1974 (U).

Today the development of a country depends on progress in the field of science. Science has assumed a very important role in every branch of life. This importance has made it a compulsory

00035

subject in the educational scheme of any country at all levels. Efforts are being made to improve the arrangements of science education, especially in developing countries where it has been neglected so far, Pakistan as a developing country, needs the utmost attention of education planners in the matter of promoting education facilities for science.

In the changed conditions, the responsibilities of science teachers have become more important than ever. The teacher should not only be well versed in the subject, but also competent to teach, well acquainted with the teaching methods and techniques. The writer has suggested some eight teaching methods that a teacher can use. These methods are explained briefly.

SOCIOLOGY

60. HUSSAIN, Mahmud, IRAKMULLAH, Shaista, JAMILA, Maryam & JAVED, Salman. Generation Gap --- In: Aljamia KUSU 1972, 31-38. Karachi, Karachi University Students Union. 1973.

"Generation gap" is the most burning topic of the day. The Karachi Students Union has issued a questionnaire on this subject, addressed to the old and the new generation. The questions are: 1) Why has the generation gap crept into our society, and how is it manifesting itself at present? 2) Is generation gap a present-day problem, or has it been there in human society through the ages? 3) Has the present education system failed in its role of transmitting our ideological and national values to the new generation, and how can they repair the damage done ? 5) What has been the contribution of yesterday's mother to the promotion of this generation gap? What role should the present-day girl play?

The views of the writers on these questions are briefly mentioned.

61. KAZMI, Ali Shabbar. Ta'aleem Aur Ma'ashra (Education and Society) --- In: Falsafae Ta'aleem-o-Tadween-e-Nisab, 81-114. Lahore. Majeed Book Depot. 1973 (U).

The chapter defines the conception of society and explains the relationship between the individual and society. Various forms of society and social changes are discussed.

00036

Education also is a social force. It can bring about changes in the society and strengthen it. Education teaches a man how to become an integral part of the society. Through education one learns mutual living and the democratic needs of the society. The writer briefly discusses the necessary changes in the educational set up of Pakistan to meet the future social needs of the country.

It is pointed out that the school is a small social institution in itself that provides one a training ground for one's future role in the society.

62. MASSY, William. Bachchon Ki Moashrati Nashonuma (Social Development of Children) --- In: Qaumi Ta'aleem, 77-78. Karachi Government College of Education. 1974 (U).

Social development means to understand the values and standards of society and to agree with and abide by them. In other words, it is the building up of personality and character of an individual. A child is born ignorant. Social consciousness develops with his growth. Early training in healthy social life is very important as it will make him a good citizen in the future.

The subject of social development is briefly discussed under the headings: 1) stages of social development; 2) negative social adjustment; 3) passive social adjustment; 4) social mixing; 5) social understanding; 6) infancy and social development; 7) childhood and social development; 8) adulthood and social development; 9) educational importance of social health.

STUDENTS' PROBLEMS

63. KHURSHID, Abdus Salam. Talaba Mein Bechaini Kay Asbaab (Causes of Unrest Among Students) --- Mashriq (Karachi) April 19, 1974(U).

The cases of law-breaking and clashes between the various groups of students are on the increase. This is not a good omen for the future of our society. The students are indeed do commit mistakes, why do the authorities announce various reforms and regulations about the university and colleges, if they are incapabe of enforcing them.

When it was once decided that admissions would be given on the basis of merit, this decision, should have been acted upon. Again, admissions are given to those who have crossed the age-limit fixed by the authorities? It is true that students cannot be admitted beyond a limited number, but this principle would apply only when all other rules and regulations are strictly followed.

Another cause of unrest is the growing number of unemployed educated persons. There seems to be no planned system of education. In order to raise the standard of teaching in M.A. and M.Sc. classes, it has been decided to introduce the semester system in place of the present system of examination. But few universities and colleges have actually adopted this system mainly because of the non-cooperation of the teachers.

TEACHER EDUCATION

64. HUSAIN, Masood. Asateza Ki Amali Tarbiyat (Practical Training of Teachers) --- Imroz (Lahore) April 29, 1974 (U).

A Master Plan has been drawn up in the Punjab for training teachers as required by the new Education Policy. The plan will become operative from May. Fiftyfive thousand centers have been set up for this purpose, and after completing their training, they will go out to introduce the new methods of teaching in the educational institutions of the province.

It is hoped that the new educational policy introduced by the present government will help eradicate the inherent and old defects in our educational system. The revolutionary feature of the new education policy is that it aims at promoting national unity and reviving our traditions and culture. It does not treat education as the preserve of the upper class of society, but it aims at disseminating it to all classes alike.

65. NADEEM, Nayyar & Sultana, Zakia. Tarbiyat-e-Asateza Ki Ahmiyat (Importance of Teachers' Training) --- In: Tarbiyat-e-Tadrees, 9-21. Karachi, Ghazanfar Academy Pakistan, 1974 (U).

The importance of education has ever been accepted in the history

00038

of mankind. Education is transmited from one generation to the next through the teacher. He is the person who consciously accepts the responsibility of transmiting knowledge and therefore he should be well equipped to perform his job. In order to equip the teacher, we train him in his professional duties. This training of teachers is not confined only to writing on blackboard with chalk. A teacher is required to be well versed in educational philosophy, educational psychology, methods of teaching, lesson preparation, curriculum planning, etc.

There is a discussion to show the relationship of teacher training and philosophy of education and teacher training and educational psychology.

TEACHING METHODS AND MEDIA

66. NADEEM, Nayyar & SULTANA, Zakia. Moashrati Ulcom - Ahmiyat Aur Tariqa Hai Tadrees (Social Studies-Importance and Teaching Methods) --- In: Tarbiyat-e-Tadrees, 51-57. Karachi, Ghazanfar Academy,1974(U).

The aim of education is to acquaint students with modern social problems in their historic, cultural, and economic perspective. The introduction of social studies as a separate subject is in fact the fulfilment of the ultimate aims of education. The aim of the subject of social studies is to make the students good citizens by making known to them the complex problems of society. The subject discusses human relationship and the problem arising from them, which are almost common to all societies and at all times.

Social studies as a separate entity is a new subject, and thus the method of teaching social studies is in an experimental stage. However, the commonly used methods of teaching are: 1) discussion method; 2) question and answer method; 3) problem metho ; 4) project method; 5) speech method; 6) source method; and 7) textbook method. The use of all these methods in teaching social studies is briefly discussed.

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67. NADEEM, Nayyar & SULTANA, Zakia. Tadrees-e-Riazi - Ahmiyat Aur Tariqa Hai Tadrees (Teaching of Mathematics - Importance and Methods of Teaching) --- In: Tarbiyat-e-Tadrees, 58-65. Karachi, Ghazanfar Academy. 1974 (U).

Mathematics plays a great part in our day-to-day life. From dress-making to complex engineering, from daily trading to big business, everywhere mathematics comes in inevitably. All branches of knowledge are related in some way to mathematics. So far as pure sciences are concerned, no progress can be made without mathematics. Mathematics plays an important role in mental development as it develops power of reasoning, that is, logic. This importance of the subject makes it essential part of all our educational schemes.

Four basic facts should be kept in mind while selecting proper teaching methods for mathematics: 1) the teacher should have full knowledge of the subject; 2) he should know the capabilities of the students; 3) he should know which method of teaching suits his topic and the nature of subject; and 4) he should know the exact aim of the subject of teaching. There is a brief discussion of the methods a teacher should adopt for individual and collective teaching of mathematics.

68. NADEEM, Nayyar & SULTANA, Zakia. Takhtae Siyah Ka Iste'maal (Use of Black Board) --- In: Tarbiyat-e-Tadress, 83-86. Karachi, Ghazanfar Academy, 1974 (U).

A classroom is incomplete without a black-board. It occupies a central position in the process of classroom teaching. Black-board is an important link between the teacher and the taught. Whatever the subject, black-board can help in communicating it in a simple, direct and graphic manner to the whole class at the same time. A liberal use of the black-board in classroom always pays dividends.

The writer has presented some guide lines for using the black-board. It is suggested in the end that teachers should use the black-board as much as possible. The writing should be clear, uniform, and in straight lines. The letters should be of suitable size. The students should also be asked to use the black-board.

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69. NADEEM, Nayyar & SULTANA, Zakia. Tariqae Tadrees Ki Ahmiyat Aur Mukhtalif Tariqe (Importance of Methods of Teaching and Different Methods) --- In: Qaumi Ta'aleem, 22-32. Karachi, Government College of Education, 1974 (U).

Teaching is a difficult process in which the qualities of the teacher are on test. The teacher is required not only to possess the knowledge of the subject he is teaching but also to understand the aims of the subject. He should also know the mental capacity and inclination of his students in order to select the teaching method that will best serve his purpose. Successful teaching depends on this selection.

Teaching method is not some thing rigid and stationary. Some times one method succeeds and some times the other. The success of a method depends on the mental and physical growth of a student and on environment and ability of the teacher. There are some important methods that are employed by educationists: 1) kindergarten; 2) Dalton Plan; 3) Montessori system; 4) problem method; and 5) project method. A brief introduction of these methods is given.

TECHNICAL EDUCATION

70. SACHEDINA, Hasanally G. Technical Courses --- Dawn (Karachi) April 13, 1974.

The Sind Education Minister recently announced that evening classes will be conducted in the N.E.D. College to accommodate the increasing number of students. It would be good idea if in all our Polytechnic Institutes, basic technical courses of short duration are conducted in the evening to accommodate in particular, thousands of youngsters who cannot gain admission to technical institutions. Very nominal fees could be charged to meet actual expenses. All this would go a long way in making Pakistan the workshop of the Islamic World.

TEXTBOOKS

71. AHMED, Ghalib. Textbooks --- Pakistan Times (Lahore) May 7, 1974.

The basic quality of a textbook is that normally it should remain in use for a reasonable time say 3 to 5 years, before

it is declared redundant. The New Education Policy formulated by the Government has acknowledged this fact and has devised an elaborate structure for improving the curriculum as well as the quality of textbooks by establishing the Central Bureau of Curriculum and its corresponding units at the Provincial level.

Three Bureaus pile up the intellectual and academic resources of the entire country, and with the help of experts belonging to various fields keep on revising and updating the curriculum and syllabi, and provide detailed guidance to the agencies dealing with the compilation and production of textbooks. In the last two years great progress has been made in this field and the spirit of learning through discovery and practice has been projected in the new textbooks provided for class I to III in the subjects of Urdu, Science, Maths, and Social Studies.

72. ALI, Asghar, Talaba Aur Asateza Kay Liye Darsi Kitab Ki Ahmiyat (Importance of Textbook for Teachers and Students) --- Ta'aleem-o-Tadrees (Lahore) 7(3): 1-9. April, 1974 (U).

Textbooks are something inevitable both for the teacher and the taught. Learning is possible without teacher, but not without textbooks. Educationists call the book "second teacher." The truth today is that the book is complete teacher in itself. The writers gives some personal examples to show how inevitable the textbooks are in the present-day teaching. Textbooks not only help the students to learn but also guide the teachers how to teach.

The quality aspect of present-day textbooks is briefly discussed, and it is discussed why students go in for guide books and abridged editions. Some suggestions have been put forward for the proper use of textbooks.

73. HAQ, Fayza. The Textbooks That Torment and Misguide --- Morning News(Karachi) June 28, 1974.

As often as a student settles down to study for the coming examination or test, he is bewildered by a morass of errors

in printing, eiditng, and even original compiling of facts and figures. The subject might be accounting, genetics, geography, botany, or archeology, yet the book abounds with diversions and deviations from the subject. These sidetrackings continue for pages. Such stuff can be somehow gulped in a morning lecture, but it sounds outrageous in a book of 260 pages. It is a shame to thrust such irrelevant matter on the student who is too poor to buy or even to have the fare to borrow from a foreign lending library.

The books are generally badly bound, poorly spelt, and printed on material hardly better than toilet paper. This naturally makes reading difficult and the book is abondoned in disgust.

74. JABEEN, Surriya. Darsi Kitabon Ki Nai Qeematein (New Prices of Textbooks) --- Akhbar-e-Khwateen (Karachi) 11-17 May, 1974 (U).

It is being shouted from house tops that education has been made so cheap that even the poorest parents can afford to send their children to schools. But the fact is otherwise. The prices of textbooks have risen fourfold within a year, putting them out of reach of the poor parents. The rise in prices is inexplicable because according to a news item, printing paper is being imported from Sweden at the lowest possible price for educational purposes.

The prices of exercise books have also been raised by three hundred per cent. Now textbooks, which have come to the market, are almost the same as those printed last year. The only change that has been made is the addition of one or two articles in each book. It is hoped that the government would reconsider the prices fixed for the new textbooks.

75. LODHI (Mrs.) Nasim. Textbook Writing - A Research Oriented Approach --- Pakistan Times (Lahore) May 7, 1974.

After much care and attention our Government has drawn up the New Education Policy which takes due care of national aspirations, traditions, and conditions. Far-reaching

curriculum changes have taken place, and from next year the Punjab Textbook Board intends to launch a massive plan for the assessment and evaluation of new textbooks.

The new textbooks for classes I, II, and III will remain as experimental editions till class-room experiments prove their usefulness. Every aspect of the book will be scrutinized, and testing will be repeated over and over again until a near-perfect product is achieved.

Researches have proved that personality development in general, and achievements in school learning in particular, are not possible without a high level of language ability. Schooling in our country still depends heavily on the textbooks. So, early master of over the national language, along with the development of other language skills, is crucial for success in the schools.

76. MAHMOOD, Akhtar, Darsi Kutub Ki Garani (High Prices of Textbooks) --- Nawai Waqt (Lahore) April 13, 1974 (U).

The prices of textbooks are soaring ever higher and higher, and parents belonging to the lower income group are finding it difficult to bear the education expenses of their children. It looks strange that on the one hand the government seems to be determined to spread literacy in the country, and is building hostels and libraries for the students, and on the other hand, it is doing nothing to keep the prices of reading materials in check. There is no justification for selling textbooks produced by the Text-Book Board at high prices. When the Board, which is a government sponsored body, was set up, it was understood that the books produced by it would be made available to the students at reasonable prices. But now the Board has become a purely commercial institution.

77. QASIM, Syed Mohammed. Bohraan Kitabon Ka (Crisis of Books) --- Jang (Karachi) --- April 2, 1974 (U).

The number of universities and colleges in the country is fast increasing, but the fact remains that nothing is done to make textbooks and the related reading material on any

subject easily available to the students. If this dearth of books continues as at present, and nothing is done to stock libraries with the reading materials, the worst sufferers will be the students belonging to the poor classes.

A well-equipped library and good laboratory are a pre-requisite for all educational institutions. The present condition of the Karachi University library is deplorable. In 1952, when the university began to work, number of books in its library was 54,527. Now, after thirty years, the number of books has risen only to 57,000. It means that only two thousand, four hundred and seventy-three books have been added during all these years.

78. RASUL (Mrs.) Shahida. Illustrations Communicate Ideas, Facts --- Pakistan Times (Lahore) May 7, 1974.

Illustrations not only embellish a book but also make communication quick and clear. Children's books should have simplicity, vitality, and some crudity in their illustrations. But it is often noticed that illustrations in our children's books bear the stamp of hurry on them. This is because of the shortage of time in which he has to collect his data.

Details of unnecessary importance should in such illustrations be replaced by boldness and sophistication. The standard of illustrations in our country is, however, passing through an experimental phase. Efforts are being made at improving them, and the results are quite paying. We rarely find a book coming from one hand where the author has been his own illustrator or the illustrator his own author. Certain problems can be solved if before working on an assignment, the author, the printer, and the artist join their heads and discuss the text to be reporduced in picture. This will enable each to better understand the views and requirements of the other.

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79. SHAAD, Ashraf. Sasti Kitabon Ki Farahmi (Procurement of Low Cost Books) --- Mashriq (Karachi) May 14, 1974 (U).

Non-availability of important books has become a big problem for our students. The dearth of such books particularly on vocational subjects ruins the whole career of a student. Majority of students in commerce, science, and medical groups suffer from the shortage of books. The Government has set up the National Book Foundation to ease the situation, but the problem is still as acute as ever.

The main function of the Foundation is to print foreign books on subjects like medicine, science, etc., and to make them available to students at low prices. The Foundation has printed some of the books, but the prices are prohibitive for the students beloning to the low-income group. Thus, the dearth of textbooks on scientific and technological subjects continues unabated. The government should give immediate attention to this problem.

WOMEN'S EDUCATION

80. NAJMI, Shaheena. Women University --- In: Aljamia KUSU 1972, 93-95 Karachi, Karachi University Studnets' Union, 1973.

In our country the education of women has become a vexing problem. The social status of woman and its influence on culture, as well as her role in the bringing up of the new generation give added importance to the education of women. Everybody talks of female education these days, but nobody has done anything about it.

The suggestion of woman university exclusively for women is realistic, useful, and practicable. If soundly planned and efficiently run, such a university may become the nucleas of a system of female education suitable for an Islamic society.

The writer gives a number of reasons for the establishment of a separate university for women and points to the experiment in India where two such universities are working.

00046

81. QIZILBASH (Mrs.) Arjumand. Larkiyun Kay Liye Alag Ta'aleemi Nisab (Separate Curriculum for Girls) --- Akhbar-e-Khwateen (Karachi) 4-10 May, 1974 (U).

Education should,of course, be effective and practical. But the demand for a separate syllabus for female students is not acceptable. Whether the female students take up a career or sit idle after graduation is separate question. To have a separate syllabus for them means to create a sort of estrangement between male and female from the very beginning. This will not be a progressive step. What is proposed is to make the subject of Home Economics compulsory for girls in all schools. This subject has been introduced in some of our schools, but no special importance is given to it. The basic training in home economics can be given easily in secondary classes. Colleges for home economics should also be opened along with the colleges for vocational training.

82. ZAIDI, Quratul Ain. Ta'aleem-e-Niswan Aur Khangi Zindagi (Female Education and Family Life) --- In: Qaumi Ta'aleem, 167-168. Karachi, Government College of Education, 1974 (U).

The importance of female education cannot be denied. However, the question is what type of education a girl should get. No one can deny the utility and importance of the different subjects taught in schools and colleges. We have to see how far these subjects help girls in leading a successful life in future. Many of the subjects have no relation to practical life, and the hours spent on these subjects are nothing but waste of time.

It is suggested that for girls the most useful subject is home economics' especially in our country. The present curriculum of home economics and the utility of different topics taught in home economics are briefly discussed.

GENERAL

83. FARID, Aslam. Hamara Nisab-e-Ta'aleem Aur Imtehaan Ka Tariqa (Our Curriculum and Examination System) --- Mashriq (Karachi) April 23, 1974 (U).

The use of unfair means in examinations is the result of the wrong methods of teaching and the wrong syllabus for the

00047

students. What should be taught in the first year of pre-engineering or medical classes is taught in the second year, and vice versa. Moreover, the students who are admitted to pre-engineering or medical classes, are too weak in English to follow the textbooks intelligently. So they turn either to memorizing their lessons or to using unfair means in the examinations.

The non-availability of books is another problem for the students. If the books are available at all, they are too costly for many students to be purchased. The conditions of school libraries are hardly conducive to the pursuit of knowledge.

In brief, the prosnet syllabus, the role of teachers, and the non-availability of books have made a mess of the whole educational system. The students alone cannot be blamed for every thing. The tendency to use unfair means cannot be ducked unless the system of examination is changed. The performance of students in annual examinations should not be treated as a test of their intelligence and labor. The tests should be held every month or every week.

84. HAQ, Fayza. Night Classes Are a Great Boon --- Morning News (Karachi) May 17, 1974.

For many young and ambitious students night classes have proved a double blessing. They attend to their work in office, shops, and firms during office hours, and then nip into the classes in the evening. The education and training imparted at the night classes, in our country are not as vast and varied as in other advanced countries. However, such subjects as business administration, commerce and accountancy, and shorthand and typing are taught with satisfactory results. Students find this teaching quite helpful in the understanding and performance of their work in their various fields. Similarly, their practical experience prove to be of great benefit in such work as filing, accountancy, or marketing study. Weighing the pros and cons, evening classes needs to be encouraged in our country that has with it a doleful literacy count.

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85. MAHMOOD, Bashir Ahmed. Test Papers Aur Gidebooks (Test Papers and Guide Books) --- Nawai Waqt (Lahore) May 28, 1974 (U).

It is understood that the provincial government proposes to ban the publications of guide-books, test-papers, and various other so-called aids. It has been observed that the students have taken to test-papers and guide-books as a short cut to success and given up reading textbooks.

There are other reasons too for the decline in the standard of education. If no immediate attention is paid by the government to remove these causes, the standard of education will go on falling year by year. These causes are as follows: 1) majority of teachers have lost interest in their profession and do not take teaching as a serious work. They just while away their time in the classrooms. 2) The present system of examination has its own share in the lowering of the standard of education. 3) Activities of the political parties in educational institutions have distracted the attention of the students, who find politics more amusing and sometimes more useful than the drudgery of reading books and listening to lectures in the classroom.

86. MASOOD, Syed Khalid. Asteza Bemuqabila Talaba (Teachers Versus Students) --- In: Aljamia KUSU 1972, 77-82. Karachi, Karachi University Students Union. 1973 (U).

Almost all sections of society blame teachers and students for the present chaos in the field of education. The teachers blame the students for the present ills, and the students, in their turn hold the teachers responsible for the decline in the standard of education. The students are accused of being disrespectful to teachers, having forgotten the aims and values of life, and being indifferent to the cultural heritage. The teachers are held responsible for the waywardness of the present-day youth, for snapping the sacred bond between the teacher and the taught and for meddling in student politics instead of trying to solve their problems.

87. NIZAMI, Kamran Akhtar. The Coaching Center --- Daily News (Karachi) May 8, 1974.

The increasing number of coaching centers and of the students joining them suggests that our colleges are not fulfilling the

00049

requirements of the students. The inefficiency in colleges has compelled the students to pay extra money in seeking the services of these coaching centers. And those who cannot pay will apparently fail in their respective examinations. The teaching staff of the colleges is responsible for creating such an ugly situation. Insincerity and lust for money have led the teachers to open coaching centers to the neglect of their duty as teachers in the colleges. As this business is proving very profitable, an increasing number of teachers are trying to seek private tuition after college hours. It is high time some action is taken against such teachers.

SPECIAL SECTION - TEACHERS

88. AHMED Ashfaq. Iskoolon Kay Asateza Kay Liye Nae Pay Iskale (New Pay Scales for School Teachers) --- Mashriq (Karachi) May 13, 1974 (U).

Teachers are rightly called the builders of a nation and they occupy a high place in any civilized society. Unfortunately, in our country the outdated British system of education has prevailed even to this day. The present government has made sincere efforts to introduce some revolutionary changes in the system, such as the revision of the pay-scales of teachers. College teachers have been given the status of a class-I gazetted officer with other facilities.

Now the government has announced to revise the pay-scales of school teachers. This is a progressive step. It is hoped that the new scales will fulfil the hopes and aspirations of the teacher community, and encourage them to work hard for the promotion of knowledge. The teachers have long remained a neglected group without any place of respect in society. Now the Government has realized their importance and raised their status.

89. AHMED, Iftikhar. Teachers' Strike --- Dawn (Karachi) June 3, 1974.

The teachers, who are supposed to be the custodians of education, thought it proper to go on strike. This resulted in the closure of the schools and colleges in the Punjab and later in Sind. Professional self-respect demands that the teachers

should be the last class to resot to this means. They are the models for the student community. Since independence, the teacher community has stood to gain the maximum benefits in matters of pay and service conditions. In 1947 and till late fifties, the teachers belonged to a non-gazetted class of Government servants. Their monthly pay was only Rs.210, while a class I Government servant earned as much as Rs.375. Now, in 1974, a teacher and a Government servant coming through the competitive examinations have been placed in the same grade - No. 17.

The cause of frustration among teachers seems to be that instead of lecturing students in their class-room, they wish to run the administration in the Secretariat or in the districts. Majority of such teachers comprises those disgruntled elements who have failed in their cherished desire of joining the ranks of bureaucracy through the CSS examinations.

90. AHMED, M. Zaheeruddin. Teachers' Problems --- Sun (Karachi) May 31, 1974.

Teachers' problem is no problem at all. It is a simple matter which can be solved by a stroke of pen. This simple matter has been complicated by categorizing the teachers under many arbitrary groups, such as University, Colleges, High Schools, Primary Schools, nationalized schools, and Schools under Municipalities and Contonments. This splintering of a single profession inevitably creates confusion among its members and leads to confrontation between the Government and the teachers. The solution of the problem lies in abolishing all artificial divisions in the profession and doing away with discrimination between teachers. They should earn salaries according to the National Pay Scales and their qualifications and experience, whether working in the University or any Primary School. Persons with long service and additional qualifications should be given allowances. The salaries of untrained teachers should also be fixed in the same manner. They will all be trained very soon under the government program.

91. BALOCH, Gholam Rasool. College Teachers' Problems --- Morning News (Karachi) April 19, 1974.

The following demands of the teachers deserve the attention of the Provincial Chief Minister and the Education Minister:
1) The National Pay Scale be awarded to all the college and

universityteachers of the province. 2) The teachers of nationalized colleges be treated at par with the Government College teachers. 3) Compensatory allowances as permissible in Karachi, and medical allowance, be given to all the teachers in Sind. 4) The fixation of the salaries of the teachers of nationalized colleges be brought to effect from September 1, 1972. The present vacancies of Assistant Professors and Professors in the nationalized colleges be filled up and the principals of some colleges of Hyderabad region be duly posted without delay. 6) The cases of the teachers holding 3rd Division and degrees of Oriental Languages be decided according to the decision of the University Academic Council. 7) The teachers of nationalized colleges should also be entrusted with administrative jobs in the Secretariat. 8) Pre-nationalization service be counted toward pension, or a teacher completing 25 years of service in pre-nationalized or nationalized institutions should not be retired till he becomes entitled to pension.

92. BALOCH, Gulzar. Aik Ahem Mas'ala (An Important Problem) --- Hurriyat (Karachi) May 25, 1974 (U).

The Government has done well to grant National Pay Scales to the teachers belonging to primary and secondary schools, colleges and the university. But it is unfortunate that demonstrators working in colleges have been overlooked in this matter, although the librarians have been awarded the new scale with effect from June 1970. The injustice done to the demonstrators should be immediately redressed, as otherwise, the situation may take a turn for the worse.

93. CHOUDHURY, M. Sharif. Teachers' Pay --- Pakistan Times (Lahore) May 21, 1974.

Some aspects of service conditions in nationalized institutions deserve attention. The Government maintains that remuneration is paid in accordance with the nature of work in a particular post, and that teachers appointed to a particular post cannot be paid a salary higher than that fixed for the post on the plea of the higher qualifications of the incumbent. If so, an inadequately qualified person working against a post requiring higher qualifications cannot also be paid a lesser salary either. It is, therefore, expected that all teachers, trained or untrained, will be paid the salary of the post against which they are actually working.

Higher qualified persons working against lower posts may, however, be paid a reasonable compensatory allowance. But emoluments already available to a teacher should not be reduced. No teacher should be reduced in rank, and all vacancies in schools and colleges should be filled from among the in-service teachers holding proper qualifications.

94. HAIDER, Masood. Can't We Have Good Teacher?- - - Morning News (Karachi) May 10, 1974.

One of the main reasons for the poor standard of teaching was the 'hopeless conditions of the schools.' Opening a school in the pre-nationalization days was thought to be the cheapest and the safest business venture. As commercialization of education knew no limits, the private entrepreneurs stuffed as many students into a room as they possiblly could. It was just not possible for the teachers to give individual attention to even the most deserving pupils. The teachers fall prey to inferiority complex and strongly felt that both they and their profession were denied the place and respectability they deserved in society.

Poor emoluments forced the teachers to take up side jobs. They just did not have enough time to concentrate on the academic side of their profession. After nationalization, however, the teachers hoped for the better and expected adequate emoluments and free housing and transport facilities.

The following suggestions may be taken note of: 1) The standard of education should be improved, and the rot in the administration of the educational institutions in the province should be arrested. 2) The existing examination system should be completely overhauled, and a new system should be evolved. 3) The lot of the teachers should be reasonably improved 4) A revised curricula and syllabi should be introduced as early as possible.

95. HUSAIN, Ahmed. Ta'aleemi Inqilaab Kay Taqazey(Demands of Educational Revolution) --- Jang (Karachi) April 2, 1974 (U).

The present government has prepared a comprehensive program of introducing radical changes in the system of education. The growing importance of education has also added to the importance of teachers in all departments of national life. The success or failure of the new education policy now depends on the teachers. Although they are facing a number of problems that have yet to be solved, the government is doing what it can to relieve this class of its worries.

The unfortunate aspect of the situation is that presenting

'demands' has become a craze with the teachers. Their demands seem to have no end. If the teacher fail to pay attention to their duties and responsibilities, the new education policy will prove a failure. The teachers should associate themselves with the students and cooperate with the government in this national cause.

96. HUSAIN, Itrat. Teachers' Lesson --- Sun (Karachi) June 4, 1974.

There is a complete suspension of academic activities in the University because of the teachers' strike for an indefinite time. We feel that for no fault of theirs, students have been made to suffer and irreparable loss with the beginning of the new semester. It is an irony of fact that the semester system, which was introduced with the avowed object of raising the standard of education, is being sabotaged by its own sponsors.

Semester system or any other system for that cannot work without the cooperation of both the teachers and the students. If either party fails to fulfil its obligations, the educational institutions will cease to function. For a career-conscious student, the loss of even a single day means a loss for ever in terms of career and opportunities. Some students are anxious to complete their studies and get admission in foreign universities, and others are looking forward to entering the vocations of their choice. But this delay not only darkens their prospects but also dampens their enthusiasm for studies. There will be a great credibility gap if the teachers were to lecture to the students on the virtue of discipline, good conduct, and responsible behavior, if they themselves throw aside their own professional obligations.

97. KHAN, Abdul Karim. Moallim Kay Ausaf (Qualities of a Teacher) - - - ---- In:Qaumi Ta'aleem, 145 - 147. Karachi,Government College of Education. 1974 (U).

There is a long list of qualities a teacher is supposed to possess. It would be a miracle if all these qualities are present in a teacher. However, a good teacher is supposed to have the following qualities: 1)having interest in teaching; 2) having knowledge of educational psychology and educational principles; 3) having interest in acquiring knowledge; 4) possessing national and religious sentiments; 5) having knowledge of international problems; 6) having a kind heart; 7) having interest in social work; 8) having intelligence; and 9) being cheerful. These qualities may be categorized under

two broad heads, character and professional competency.

The various qualities are discussed briefly.

98. KHAN, Mujtaba F. Teachers' Status --- Dawn (Karachi) May 14,1974.

It is strange to see that while the University teachers in the cader of Assistant Professors have stood to gain up to Rs.400 in their emoluments, the lecturers with a slightly shorter period of service receiving Rs.600 to Rs.700 a month, have been denied any benefit whatsoever. Similarly, while the fresh professors have, in quite a few cases, received a hike of as much as Rs.600 a month, the experienced professors have been left to be content with their existing pay of Rs.2,200. The Government must work out a formula for awarding proportionate benefits to all the teachers irrespective of their caders because all of them will have to bear the brunt of the rising cost of living.

It is possible, for instance, (i) to grant at least two advance increments to all the college and university lecturers to bring them within the benefit bracket; (ii) to absorb all these professors who are drawing the maximum pay of Rs.2,200 into the Merit Grade of Rs.2,300 - 2,600, (iii) to grant them a special pay of at least Rs.300 a month.

Again it is shocking to find that a large number of Government lecturers with 12 to 15 years of teaching experience to their credit have been left to rot in the same cader with no hope of promotion in the near future.

99. MOHYUDDIN, Mohammed. Asateza Aur National Pay Scale(Teachers and National Pay-Scale) - Jang (Karachi) April 2, 1974 (U).

One of the great achievements of the present government in the field of education is the nationalization of all educational institutions. It should now turn its attention to the improvement of the lot of teachers who are worried about their new pay-scales.

Three questions arise in this connection: (1) Whether it is a fact that only those who hold the diploma of B.Ed. or M.Ed. are included in the category of teachers. (2) Whether English and Science are the only subjects that are taught in schools. (3) Whether all other subjects are useless and unimportant. If the answer to each of these questions is in the negative, how is it that only one section of teachers gets the benefits whenever the pay-scales are revised ? This injustice is undone immediately and all the teachers are awarded the National Pay-scale.

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100. RAZZAQ, Abdul. The Teaching Profession - - - Morning News (Karachi) June 26, 1974.

The standard of education has fallen very low since the nationalization of schools. Teaching, as such, has disappeared from most of the nationalized schools, and now the teachers do not have to bother about correction work. This is the only advantage that has come to the teachers after nationalization.

The nationalization of educational institutions has utterly failed to fulfil the Government's earnest desire to provide free education. The situation in colleges is still worse. So, it is in the best interests of the country to de-nationalize educational institutions and restore them to private sector that has served us so well in the past.

101. SOOFI, M.Siddiq. Asateza Ki Ta'aleemi Zimmedarian (Educational Responsibilities of Teachers) - - - Musawaat (Lahore) April 12, 1974(U).

While preparing text books, the author has to be extremely careful, because a slight mistake here or there is enough to defeat the very purpose of teaching. It has been observed that those who prepare these books hardly care to give a second reading to their manuscript. The lessons that are chosen to be included are incoherent. The students naturally feel distracted.

There are other causes, too, for the low standard of education in our school. These are : defective syllabus; guides; test-papersl guess papers, obsolete method of examination, lack of interest among students, etc. Teachers also play a very important role in moulding the character of the students and making reading an interesting job for them. A good teacher should present himself as a model for the students. Students consciously and unconsciously learn much from their teachers.

102. THANVI, Asad. Qaumi Tehvil Mein Aney Waley Kalijon Kay Asteza (Teachers of Nationalized Colleges) - - - Jang (Karachi) April 3,1974(U).

There are a number of problems facing the teachers. First comes the fixation of their salaries in the new scales of pay and the payment of their dues since September, 1,1972, when the colleges were nationalized. This is not a new demand but just a reminder to the government to fulfil the promise it had made to the teachers.

The second problem relates to the determination of the seniority and promotion of the teachers of the nationalized colleges. The Education Department has published a seniority list based on the experience of the teachers, but they have not been put on permanent list. It is, therefore, suggested that the teachers belonging to

00056

the nationalized colleges be made permanent.

The third problem is that the experience of the teachers of private colleges has not been counted for the purposes of pension. The fourth problem is that the past services of the teachers who worked full time in private colleges, but were shown officially as a part-timers have not been included in seniority list. The fifth probelm is the dearth of teachers in the nationalized colleges. In order to maintain the standard of education, more teachers should be recruited. It is hoped that the Government would look into these problems and try to solve them as early as possible.

103. ZAIDI,Syed Riaz Husain. Sarkari Kalijon Kay Lekturaron Kay Masail (Problems of Government College Lecturers) - - - Nawai Waqt (Lahore) April 25, 1974 (U).

The teachers belonging to government colleges are pressing the Government for basic amenities that would enable them to live a respectable life in society. They are demanding, for example, the same facilities that are enjoyed by doctors and enginers. When the new pay-scale was announced, all the government employees belonging to class I were awarded grade No.17 in addition to other facilities. But the teachers are denied these facilities for the supposed reason that college teachers were already in enjoyment of ample facilities.

00057

W R I T E R S ' I N D E X

AHMED, Ansar, 20
AHMED, Ashfaq, 45
AHMED, Ghalib, 36
AHMED, Iftikhar, 45
AHMED, Khwaja Manzoor, 25
AHMED, M. Zaheeruddin, 46
AHMED, Rafiq, 10
AHMED, Riaz, 1
AHMED, Shahid, 12
AKKASI, Zahid, 7
ALLAHWALA, Masood Ahmed, 6
ALI, Asghar, 37
ALI, Iftikhar, 12
ANDREWS, Shila, 28
ANSARI, Javed, 1
AZAM, Mohammed, 13
AZIZ, Maqsood, 28

BAIG, Moinuddin, 18
BALOCH, Gholam Rasool, 46
BALOCH, Gulzar, 47
BHATTI, Abdul Ghafoor, 2

CHOUDHURY, M. Sharif, 47

DAVID, Vincent A., 3
FARID, Aslam, 42
FATIMA, Firdos, 3
FATIMAH, Gulzar, 26

HAIDER, Masood, 48
HANFI, Shaikh M., 21
HAQ, Fayza, 37, 43
HASNI, Syed Manzoorul Hasan Saba, 26
HUSAIN, Ahmed, 48
HUSAIN, Akhlaq, 13
HUSAIN, Itrat, 49
HUSAIN, Mahmud, 31
HUSAIN, Masood, 33
HUSAIN, Sabir, 27
HUSAIN, Syed Jamil, 23
HUSAIN, Syed Sajid, 5
HUSAIN, Tajammul, 2

IKRAMULLAH, Shaista, 31

JABEEN, Surriya, 38
JAMIL, Najma, 14
JAMILA, Maryam, 31
JAVED, Salman, 31

KAZMI, Ali Shabbar, 31
KAZMI, Ismat, 8
KHAN, Abdul Karim, 49
KHAN, Asrar Ahmed, 18
KHAN, Bin Yamin, 24
KHAN, Mujtaba F., 50
KHAN, Zafar Husain, 19
KHURSHID, Abdus Salam, 32

LODHI, Aqeel Ahmed Khan, 29
LODHI (Mrs.) Naseem, 38

00058

MAHMOOD, Akhtar, 39
MAHMOOD, Bashir Ahmed, 44
MALIK, Muzaffar Hasan, 14
MALIK, Naushaba, 24
MALIK, Qayyum, 8
MASOOD, F.D., 16
MASOOD, Syed Khalid, 44
MASSY, William, 32
MIRZA, S. P., 10
MOHYUDDIN, Mohammed, 50

NADEEM,Nayyar, 19,20,30,33,34,35,36
NADVI, Syed H.H., 2,15, 27
NAJMI, Shaheena, 41
NASIMULLAH, 17
NAZAR (Miss) Iqbal, 5
NIZAMI, Kamran Akhtar, 44

QAMAR, Zulifiqar Ahmed, 6
QASIM, Syed Mohammed, 39
QIZILBASH (Mrs.)Arjumand, 42
QURESHI, Amanullah, 15

RAHMAN, Fizaur, 9
RASHEED, Shamim, 11
RASUL (Mrs.)Shahida, 40
RATTO, Shahnaz, 21
RAZZAQ, Abdul, 51
RIZVI, Ali Akhtar, 9
RIZVI, S. J. H., 16
RUBINA, Tajwar, 29

SABZWARI, G.A., 22
SACHEDINA, Hasanally G., 36
SAQIB, N.A., 22
SETHI, Pervez Alam, 17
SHAAD, Ashraf, 41
SHAH, Syed Sher, 25
SHAHID, Sultan, 23
SIDDIQI, Ali Ausat,30
SULTANA,Zakia,19,20,30,33,34,35,36
SOOFI, M. Siddiq, 51

THANVI, Asad, 51

UROOJ, Saeed Mazhar, 4

ZAIDI, Quratul Ain, 42
ZAIDI, Syed Riaz Husain, 52

.....

00059